DOCUMENT RESUME

ED 363 968 EA 025 453

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TITLE The Quality School: Managing Students without Coercion. Second, Expanded Edition.
REPORT NO ISBN-0-06-096955-5
PUB DATE 92
NOTE 310p.; For an earlier edition, see ED 335 729.
AVAILABLE FROM HarperCollins Publishers Inc., Special Markets Dept., 10 East 53rd Street, New York, NY 10022 ($11; Canada $15).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Educational Environment; Educational Principles; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Leadership; *Organizational Theories; *Social Control
IDENTIFIERS *Control Theory; *Total Quality Management

ABSTRACT

This book is about managing schools for quality, with a focus on how teachers can manage students more effectively and how administrators can use the same methods to manage teachers. It explains how Deming's ideas can replace the present elitist system in the schools, in which only a few students are involved in high-quality work. Control theory is used to demonstrate that effective teachers manage students without coercion. If educators stop pushing students to increase their scores on assessment tests that mean nothing to them and start teaching in a way that satisfies their needs, discipline problems will disappear and every student will derive satisfaction from doing well in school. The first part contains 11 chapters that describe this process and philosophy, information on grading, building a friendly workplace, and dealing with discipline problems. Part 2 includes a series of bulletins that answer teachers' questions about implementing the book's practices. (LMI)

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